Enhancing Education Through Technology (EETT) Competitive Sub-grant Application Assurance Sheet

Has the district been awarded an EETT grant in previous years?   Yes ☑   No ☐

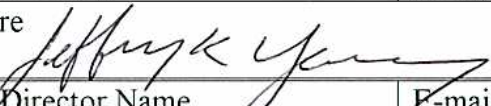Project Title: <u>Student Technology Engagement Project (STEP)</u>
Amount of Request: <u>$74,909</u>
District Name (Fiscal Agent for Consortiums): <u>Marsing School District</u>   Number: <u>#363</u>
Please list the schools within the project, and indicated whether it is a targeted school or a partner school and certify the CIPA compliance of all participating schools:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.		This school is in compliance with the CIPA as outlined on page 3 of the guidance document.	
363	Marsing Middle School	T		YES	
363	Marsing High School	T		YES	
363	Marsing Elementary School	T		YES	
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO

I certify that we have contacted the charter and private schools in our area about participation in this grant.

Superintendent Name	E-mail	Telephone
Harold Shockley	hshockley@marsingschools.org	208.896.4111 X196
Signature		
District Technology Coordinator Name	E-mail	Telephone
Jeffrey K Young	jyoung@marsingschools.org	208.896.4111 X186
Signature		
Project Director Name (if different than District Technology Coordinator)	E-mail	Telephone
Paul Webster	pwebster@marsingschools.org	208.896.4111 X396
Signature		

Project Abstract:

Marsing School District's Student Technology Engagement Project (STEP) will improve our student's academic achievement by increasing their access and engagement through the effective use of educational technology paired with excellent instruction. STEP will focus on professional development for teachers and technology integration for students in grades K-12. STEP will focus literacy intervention in kindergarten through 3rd grade. We want to maximize the number of students who exit 3rd grade with proficient reading skills. We will add individual response tools to enhance engagement through visualization and student interaction, especially in math, reading and language usage from 4th through 12th grade.

In planning Student Technology Engagement Project (STEP) Marsing School District gathered, examined, and analyzed data and results relative to student achievement, demographic data, staff development, and existing instructional programs and materials. STEP targets all students in grades K-12 in our three schools. While each school is unique in its needs, it is vital to connect and enhance student learning through technology from elementary to middle to high school. Several overall trends emerged as priority need and represent the rationale and focus of our project plan. STEP will target the following needs:

- Grades K-3 will add to existing Waterford Early Learning Program licenses to provide strategic intervention technology and student engagement in the five elements of reading instruction.
- Grades 4-5 will implement Student Response Systems (SRS's) and digital projectors to assist with instructional design and student engagement with immediate electronic tallying and displaying to analyze responses and guide student understanding. These tools will engage every student in high quality learning activities.
- Grades 6-12 will implement Student Response Systems with Promethean interactive whiteboards and wireless, fully integrated slates to enhance instruction and student engagement in Reading, Math, and Language.
- Staff development programs that are aligned with state standards and focused on using technology to improve classroom instruction and increase student achievement.

Currently, math, reading, and language usage are critical areas of need for improvement in our district. The greatest factor impacting student learning and achievement is the quality of the instruction the teacher delivers. Technology is only one piece of an arsenal that an excellent teacher uses to engage her students in learning. Students learn more when they are engaged and challenged to do higher order thinking such as analysis. A major goal of this project is to build better capacity in our teachers to use technology in targeting student learning in math, reading, and language.

STEP will begin with students in Kindergarten and scaffold throughout the primary, intermediate, middle, and high school levels to construct a foundation of technology and positively influence student learning. STEP will impact approximately 851 students in the initial project year. STEP will expand our teachers' ability to create innovative instructional design, will directly effect meaningful student engagement, and will result in increased learning and achievement.

student understanding and engage every student in learning. STEP proposes the implementation of Student Response Systems in grades 4-12 as well as the implementation of interactive white-boards and slates in grades 6-12. While science is our lowest area of student proficiency, we feel that the way we can best impact science achievement through technology is to focus this venture on the key areas for all academic success, reading, language, and math. We are directly pursuing the improvement of science through other projects.

ISAT Proficiency Comparisons	Grade	Reading	Math	Language Usage	Science
Statewide Proficient/Advanced	3	81%	86%	66%	na
Marsing Students Proficient/Advanced	3	65%	55%	39%	na
Marsing Hispanic Proficient/Advanced	3	38%	38%	19%	na
Marsing LEP Proficient/Advanced	3	35%	41%	18%	na
Statewide Proficient/Advanced	4	81%	82%	80%	na
Marsing Students Proficient/Advanced	4	63%	56%	61%	na
Marsing Hispanic Proficient/Advanced	4	39%	44%	39%	na
Marsing LEP Proficient/Advanced	4	31%	39%	31%	na
Statewide Proficient/Advanced	5	79%	73%	69%	53%
Marsing Students Proficient/Advanced	5	57%	51%	38%	30%
Marsing Hispanic Proficient/Advanced	5	32%	39%	19%	na
Marsing LEP Proficient/Advanced	5	24%	28%	8%	na
Statewide Proficient/Advanced	6	77%	74%	67%	na
Marsing Students Proficient/Advanced	6	60%	58%	59%	na
Marsing Hispanic Proficient/Advanced	6	45%	51%	57%	na
Marsing LEP Proficient/Advanced	6	44%	49%	49%	na
Statewide Proficient/Advanced	7	77%	70%	65%	48%
Marsing Students Proficient/Advanced	7	70%	68%	62%	42%
Marsing Hispanic Proficient/Advanced	7	47%	53%	41%	na
Marsing LEP Proficient/Advanced	7	40%	40%	26%	na
Statewide Proficient/Advanced	8	86%	71%	62%	na
Marsing Students Proficient/Advanced	8	76%	51%	43%	na
Marsing Hispanic Proficient/Advanced	8	61%	29%	24%	na
Marsing LEP Proficient/Advanced	8	45%	9%	0%	na
Statewide Proficient/Advanced	9	87%	77%	59%	na
Marsing Students Proficient/Advanced	9	80%	73%	52%	na
Marsing Hispanic Proficient/Advanced	9	67%	52%	33%	na
Marsing LEP Proficient/Advanced	9	*	*	*	na
Statewide Proficient/Advanced	10	79%	73%	64%	58%
Marsing Students Proficient/Advanced	10	68%	63%	60%	45%
Marsing Hispanic Proficient/Advanced	10	57%	52%	48%	na
Marsing LEP Proficient/Advanced	10	*	*	*	na
	* Less than or equal to 10 tested students				

does not really look at progress, but at how many students are proficient. Because we want to measure success by looking at actual learning growth for each student, we have chosen to measure our objectives by the mean growth from one spring to the next. By setting our goal at 1.5 times the expected growth in each area, we are essentially saying that we want our kids to gain a year and a half worth of learning when everyone else is only making a gain of a year. In pursuing accelerated individual growth, rather than just meeting proficiency we can assure that more and more of our students will become proficient over time. There is no miracle cure. Instead, this sustained effort to accelerate learning of math, reading, and language usage will bring long-term success for our students.

Actions Planned to Reach Goal #2:
1. Outfitting most 4th through 12th Grade English and math classrooms with a digital projector, remote response systems, and an interactive white board and/or slate. Some of these are already in place, allowing us to make this happen within the bounds of this project.
2. Professional development of our teachers to fully integrate digital projection, individual student response systems, and interactive white-boards and slates in our 4th through 12th grade math, reading, and language usage classrooms. This will include professional trainers as well as collaborative follow-up training in grade level and subject teams.
   - Our professional development will continuously focus on effectively pairing these tools with our reading, writing, and math programs such as *Open Court, Six Traits of Writing, Daily Oral Language, Everyday Math,* and *The Connected Math Project.* We will continuously return to student learning and achievement.
   - We will continuously focus on effective ways to use these tools for engaging all students, increasing higher order thinking, and in frequently assessing all students.

Timeline for Reaching Goal #2:

Time	Activity
March/April 2008	Collect baseline classroom data on technology use, engagement, and assessment of all students.
March/April 2008	Purchase and install digital projectors, interactive white-boards, slates, and remote response systems in 4th-12th grade literacy and math classes.
May 2008	Initial Quick-Start training on using the digital projection, interactive white-board, and remote response systems in classrooms.
08-09 School-Year	Ongoing routine teacher observations and peer observations that include: • "Technology had a positive impact on learning in this lesson" • "Teacher assessed every student" • "Assessment included higher-order thinking for all students."
August 2008 and November 2008	Beginning and intermediate teacher workshops on utilizing interactive white-boards, slates, and remote response systems for math and literacy instruction. Professional trainers.
08-09 School-Year	Collaborative professional development on best uses of interactive white-boards and remote response systems for math and literacy instruction.

Budget Narrative: Connections Between Our Budget and Our Planned Project

Non-Professional Development Portion (74.9% of Total)		
Marsing Elementary School Expenses		
Item	**Explanation**	**Cost**
Waterford Early Literacy	5 Licenses (Will bring our total to 12 machines)	$15,000
Digital Projectors	6 Projectors, including mounting hardware and cables for each 4th and 5th grade classroom.	$6000
ACTIVote Response Systems	Two sets of 32 SRS's for 4th and 5th grade teams.	$3790
Marsing Middle School Expenses		
ACTIVBoards	4 Interactive white-boards for 6th – 8th math and literacy classrooms.	$6760
ACTIVote Response Systems	5 sets of 32 SRS's. One set per grade level math and literacy program.	$9475
Marsing High School Expenses		
Senteo Response Systems	4 sets of 32 SRS's for math and literacy classes.	$8000
SmartBoards	2 Interactive white-boards, including projectors and hardware.	$5694
Slates	2 mobile slates for math and literacy classes	$1390
	Total Non-Professional Development	**$56,109**
Professional Development Portion (25.1% of Total)		
Waterford Early Literacy Professional Development	Reading intervention training for K-3 reading teachers and paraprofessionals.	$5000
SMART Hardware and Software Training	Professional Trainers and Collaborative training in subject-area teams.	$4500
Promethean Hardware and Software Training	Professional and Collaborative Training. Also online coursework and regional user-groups.	$9300
	Total Professional Development	**$18,800**
	Grant Total	**$74,909**